ST PAUL'S COMMUNITY COLLEGE

Quality Assurance in Further Education and Training

Policy and Procedures

1 December 2006

CONTENTS

What are policies and what are procedures?

This question is often asked and it is important to be clear as to what is expected by FETAC in this regard since providers will be expected to have developed both policies and procedures for quality assurance.

Policies and procedures should reflect existing legislative requirements and good practice and both are tools to improve clarity within an organisation.

The distinction between them relates to the level of detail which they contain. Values and practices are often implicit in an organisation without ever being fully spelt out. The process of making explicit that which was previously taken for granted can result in improved transparency throughout the organisation.

It is up to the providers to structure their policies and procedures in a form best suited to their own context and the needs and expectations of their learners.

Policies

> A policy is a documented statement of a provider's principles and approach to a particular area of education / training.

It should be consistent with the provider's overall Mission and should provide an underpinning rationale for staff working in that particular area. It is also a tool which a provider can use to inform current and prospective learners of what they can expect from that provider. Providing accurate and relevant information to learners is one of key conditions necessary for the successful implementation of the National Framework of Qualifications.

Policies will usually be quite concise and not contain much detail regarding implementation. However, each policy should implicitly or explicitly state the provider's commitment to address the issues listed in each of the policy areas in these guidelines. To be effective, a policy must be disseminated to all those that it is intended to inform.
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Procedures
To be translated into practice, a policy must be broken down into one or more clear and coherent processes. The statements of how these processes are carried out are the procedures, and their development will be informed by the relevant policy.

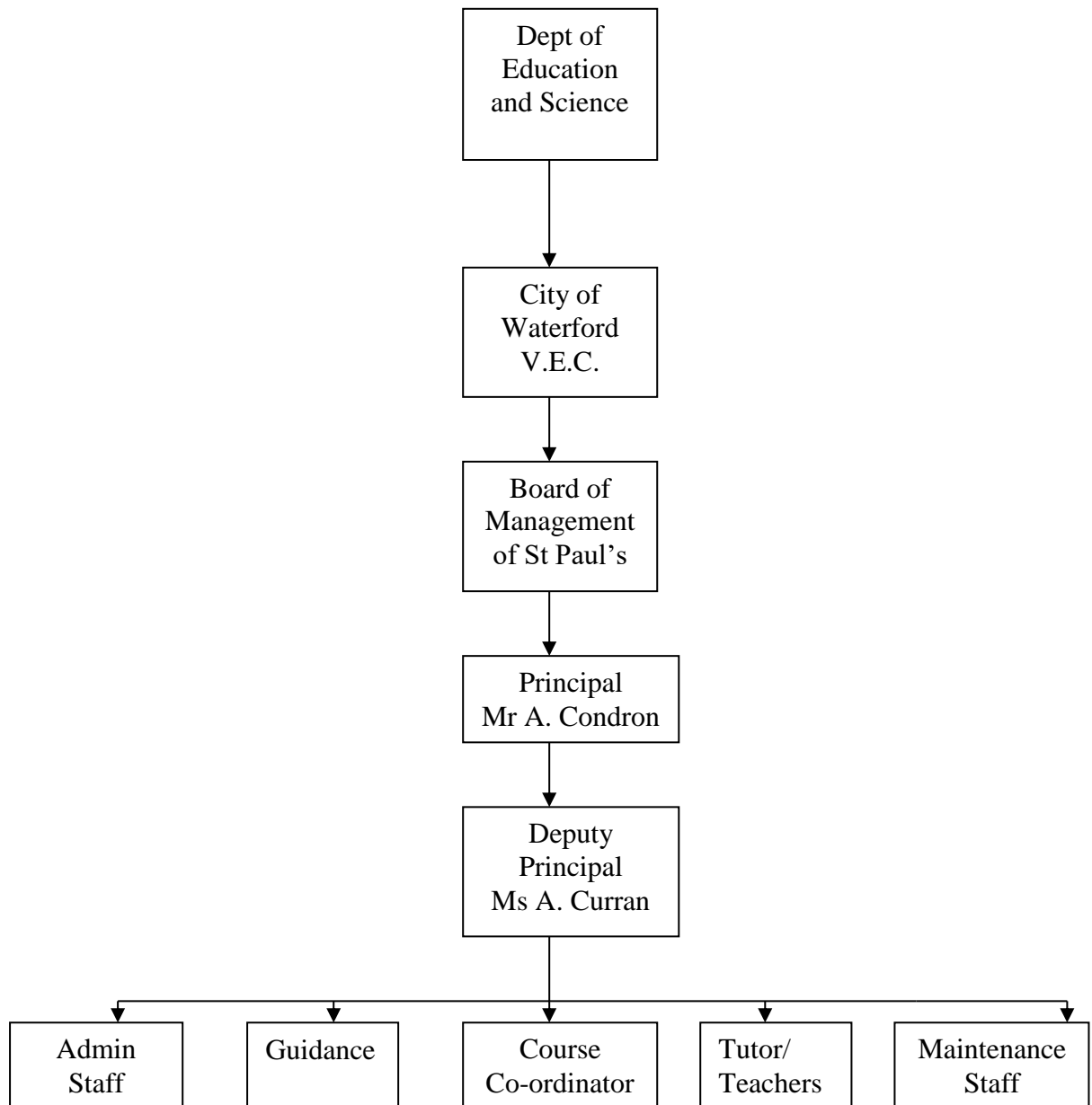A procedure covering any process will generally specify:

- the title of the procedure – relates to the task(s) which it is designed to perform
- the method(s) used to fulfill the purpose of the procedure.
- who applies this method(s)
- the evidence that will be generated when the procedure is carried out
- how the effectiveness of the procedure will be monitored – by whom, how often, in what way, etc

What is termed a procedure can take many forms. e.g. a staff handbook may be 'the procedures' covering aspects of staff recruitment and development. What is a series of procedures for one provider may be a single procedure for another**.**

In developing their quality assurance system, the first step for providers is to recognise and identify the policies and procedures that are already in use, although maybe not formally documented. Once these are documented in a standard format, the provider should then begin the task of developing and documenting those which are not developed.

Organisation Chart of

St Paul's Community College

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┌─────────────────┐
│    Dept of      │
│   Education     │
│   and Science   │
└─────────────────┘
         │
         ▼
┌─────────────────┐
│    City of      │
│   Waterford     │
│     V.E.C.      │
└─────────────────┘
         │
         ▼
┌─────────────────┐
│   Board of      │
│  Management     │
│  of St Paul's   │
└─────────────────┘
         │
         ▼
┌─────────────────┐
│   Principal     │
│  Mr A. Condron  │
└─────────────────┘
         │
         ▼
┌─────────────────┐
│    Deputy       │
│   Principal     │
│  Ms A. Curran   │
└─────────────────┘
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Admin Staff	Guidance	Course Co-ordinator	Tutor/ Teachers	Maintenance Staff

**Programme/Course being offered is
Business Studies/Secretarial Skills Level 5**

Policy Title:

St Paul's Community College
Policy on Communications

B1   St Paul's Community College Communications Policy and Procedures

Policy

The policy of St Paul's is to facilitate access for learners, staff, and external stakeholders to accurate, relevant information on all aspects of the provision of the College programmes and services. The policy is guided by the principles of transparency, accountability, and freedom of information. Procedures for the implementation of timely and responsive consultation with learners, staff, and external stakeholders will be maintained.

Information handling procedures

All members of the College Community will have access to standard St Paul's Community College documentation at a central location, such as the College Library. Learners and staff will be facilitated to access information from this documentation, which will include Quality Assurance policies and procedures; Safety Health and Welfare statements, procedures, and codes of practice; Reporting of events.

A diverse selection of appropriate communication media will be provided to ensure that easy, efficient, and timely two way communication is possible among all members of the College community. These will include notice boards, documentation, tape recorders, TV and Video, Computers, and other electronic media.

B1.1   Procedures for feedback from Learners

As part of their teaching strategy, subject teachers invite and arrange for consultation with individual learners on the learner's progress.

Learners are informed by their subject teachers on their progress with respect to each formal assessment activity undertaken. Formal interim assessment is carried out and documented by course tutor at the end of the first term. A report on each student is compiled by the relevant Course Tutor and discussed with relevant staff at Christmas. Each student is then advised on her/his progress in each subject/module.

The Course Tutor will use one class per week for duties, including consultation with individual learners.

A questionnaire to facilitate learner evaluation of their experience of the programme and services will be implemented by the Quality Assurance group once per annum, at a time near to the end of the academic year. This will be concerned with the relevance of modules, the appropriateness of the mode of delivery, the quality of student services etc.

B1.2   Procedures for Staff access to information

A Teacher folder, will be provided to all new teachers. Along with this folder the Course Co-ordinator will discuss with the teacher the following relevant information:

- Name of employer and employment status (PWT, TWT, Pro Rata, etc.),
- Map of the College.

- Short history of the College
- Advice on how to complete claim forms, to claim travel expenses, to apply for courses, and to get access to the petty cash fund.
- Explanation of individual Time table, and access to teacher, class and room time table,
- Facilities for new teachers,
- Availability of FETAC modules and other syllabus materials,
- Availability of class materials, books, stationery etc.,
- Student Code of Conduct.
- Purchasing Procedure.
- Duties of teacher, including:
  - Teaching modules/subjects
  - Carrying out required Assessments
  - Recording and reporting learner progress to each learner and to Course Tutor
  - Recording student attendance
  - Liaising with Course Tutor and with teaching colleagues
  - Attending Course meetings, and Staff meetings
  - Liaising with IT post holder, and other appropriate resource personnel
  - Cooperation with the implementation of College Quality Assurance policies and procedures

- *Duties of Course Tutor, including:*
  - *Appraising students of current Class timetable, St Paul's Community College code of conduct, attendance policy, student services.*
  - *Retention of signed code of conduct, student medical certificates, special leave documents*
  - *Maintenance of official record of student attendance, and implementation of St Paul's attendance policy*
  - *Maintenance of accurate student files, and ensuring that all relevant teachers are notified of any personal circumstance which may affect a student's progress*
  - *Liaison with and assisting **Assessment Officer** with the implementation of assessment activities in respect of external certification bodies*
  - *Monitoring of students' progress*
  - *Advising students, and assisting them in optimising their College experience*
  - *Acting as point of contact between student and College Management*
  - *Administration of Class election for Student Representative Council*
- ***Duties of Principal***
- Methods of addressing individual learner needs, including learners with special needs
- Location and method of access to College policies on equality, assessment, quality assurance etc.
- Codes of Practice for dealing with allegations of harassment and bullying, and sexual harassment
- Health and Safety procedures – fire drill, etc..
- Operation of College Library
- Identifying the role and function of support staff
- Staff development activities.
- Structure and functions of Students' Council

Teachers will have ready access to policies and procedures, safety statements, and reports of meetings and events, which will be stored in the College Library. They will include:

- Minutes of staff Meetings and Course Meetings
- Reports of Quality Assurance activities (minutes of meetings not taken at present)
- Reports of College events
- College Newsletter

To aid internal communication of information to teachers, the following facilities will be provided:

- Memoranda issued by the Principal
- Notices of forthcoming events, by memo in assigned pigeonhole, and placed on notice board in staff room. Notice boards should be available for the following matters: TUI, social activities, FETAC and other certification bodies, meetings, student activities, general matters.
- Regular scheduled meetings, as set out in B1.3, below.

B1.3   Procedures for staff feedback

Consultation with teachers will take place regularly as required in respect of:

- Post of responsibility duties
- Programme development
- Staff development activities.
- Marketing and communication with external bodies
- Changes in duties and conditions of work
- Quality assurance policies and procedures

Staff feedback will be facilitated at meetings such as :

- Programme/Course meetings
- Department meetings
- Staff meetings
- Quality assurance meetings

Course Staff meetings should be held at least once per term, and at other times as required.

Other facilities might include:

- Open forum discussion group which will discuss suggestions for improvement, implemented by the Quality Assurance Group once per annum, at a time near to the end of the academic year.
- Evaluation and verification documents implemented by the Quality Assurance Group once per annum, at a time near to the end of the academic year.
- Timetable requests for the coming academic year.

B1.4   Communication with other stakeholders
Prospectus: The prospectus is distributed to all the second level schools in the catchment of Waterford and neighbouring Counties, along with local organisations such as the Youth Information Centre.

School visits and Careers exhibitions.

The response to students' work placement, and suggestions for development of College programmes, is sought by monitoring teachers from employers, during work placement visits

Industrial Liaison

Telephone links: employers re new course ideas, shortfall in industry etc.; guidance counsellors

A Marketing team made up of the Principal, Vice Principal and Course Co-ordinator should be established to plan and coordinate strategies and activities to market the College and its services.   The marketing team should be concerned with:

- *Researching the student catchment with a view to targeting advertising activities at particular geographical, vocational, and special interest groups.*
- *Advising on the content of advertisements in the print and broadcast media.*
- *The design and content of the College Prospectus.*
- *Organisation of presentations to schools and other promotional events.*
- *Selection of content of College Website.*

It is the role of this Marketing team to place advertisements in the local newspapers and information on College events e.g. graduation, award ceremonies, etc. Material for use in public relations should be gathered and supplied to a designated staff member.

Suggested priorities for implementation;
1. Design of Evaluation Questionnaires for Students.

Policy Title:

St Paul's Community College Policy on Equality

B2 St Paul's Community College Policy on Equality

The policy of the College is to afford equal respect to all members of the College community and to all applicants to the College.

The College is committed to equality of treatment and regard for all students and staff. The College has adopted procedures aimed at ensuring that no member of the College community is discriminated against either directly or indirectly and that no person's right to equality of treatment is infringed.

We pledge to take a positive and proactive approach to the promotion and maintenance of equality and dignity. The College is committed to a policy of on-going training of staff and the promotion of equality.

The College is committed to monitoring and reviewing this policy.

The College will comply with the provisions of all the relevant legislation and regulations.

Leglislative Context

The relevant legislation governing equality and discrimination includes Article 40, in respect of personal rights, and Article 44, in respect of religious profession belief or status, of Bunreacht na hEireann.

The most important statutory legislation includes the Employment Equality Acts 1998 and 2004 and the Equal Status Acts 2000 to 2004. In addition three European directives: the Race Directive which explicitly applies to education, the Framework Employment Directive which contains provisions that are relevant to the grounds of age, disability, religion and sexual orientation and the Amended Gender Equal Treatment Directive which imposes a duty on the state to promote gender employment equality, which extends to the employment of teachers, take precedence over the aforementioned Irish legislation.

The Protection of Employees (Part Time Workers) Act 2001, the Protection of Employees (Fixed Term Work) Act 2003, and the Safety , Health, and Welfare at Work Act 1998, are relevant to the equal treatment of staff members. The Education Act 1998, the Education (Welfare) Act 2000, and the Education for Persons with Special Education Needs Act 2004 are also relevant in the sphere of equality.
Discrimination is the treatment of a person in a less favourable way than another person has been or would be treated in a comparable situation. The legislation prohibits discrimination, including indirect discrimination and discrimination by association. We pledge not to discriminate on any of the nine grounds prohibited in the various Equality Acts. Those grounds are:

Gender:

Being male or female. On foot of a EU court ruling, the legislation would also afford protection to transsexual people.

Marital status:

Being single, married, separated, divorced or widowed.

Family status:
Being a parent (or a person in loco parentis) of a child under 18 years old, or a parent or resident primary carer of a person 18 years old or over who has a disability and who requires regular or frequent care. Family status as defined in the Equal Status Act also covers those who are pregnant.

Sexual Orientation:

Being heterosexual, homosexual or bisexual.

Religion:

Having religious beliefs or having none; the term 'religious belief' includes religious background or outlook. The College is a non denominational educational institution established by the City of Waterford VEC. It may not avail of any exemption on grounds of denominational ethos under the Employment Equality or Equal Status Acts to discriminate among students or staff on the grounds of membership of a particular religious denomination.

Age:
Discrimination on the basis of age is defined in the equality legislation as treating in a comparable situation any person over eighteen years of age less favourably than another person because of a difference in their ages

Disability:

The term Disability is defined in the Equal Status Acts to mean the total or partial absence of a person's bodily or mental functions; the presence of organisms causing or likely to cause chronic disease or illness; the malfunction, malformation or disfigurement of a part of a persons body; a condition or malfunction which results in a person learning differently; or a condition, disease or illness which affects a persons thought process, perception of reality, emotions or judgement or which results in disturbed behaviour.

Race:

The equality legislation defines the race ground in terms of race, skin colour, nationality or national or ethnic origin. (Travellers are also covered by the race ground.)

Membership of the Traveller Community:

In the Equal Status Acts, the Traveller community is defined as 'the community of people who are commonly called Travellers and who are identified (both by themselves and others) as people with a shared history, culture and traditions including, historically, a nomadic way of life in the island of Ireland

Facilitating Diversity

The Access, Transfer and Progression Policy of the College:
- Promotes equality of opportunity,
- Prohibits discrimination on nine specific grounds,
- Prohibits harassment on the discriminatory grounds and sexual harassment,
- Requires reasonable accommodation of people with disabilities and
- Allows for positive action.

B2 Equality Procedures

B2.1 Equality Training

Codes of Practice for dealing with Complaints of Bullying and Harassment, and of Sexual Harassment:
Designated Persons elected by staff of College to operate conciliation phase of codes receive regular training funded by the CWVEC.

Applicant Interview Procedure:
Regular meetings to monitor and amend the procedure for Applicant Selection Interviews include consideration of equality and anti-discrimination practices.

B2.2 Equality Planning

B2.2.1 Support for learners:
- Subject teachers provide academic support, including regular feedback on students' progress
- The Course Tutor has one timetabled class per week to provide support in relation to both academic and personal matters, including formal interim assessment.
- A career guidance/counselling service is available to all learners
- Referral of learners to other services is made when necessary
- Extra learning support may be provided to students for whom English is a second language, or who have literacy difficulties.
- St Paul's Students Representative Council

B2.2.2 Learner code of conduct:

A code of conduct is signed by each student and retained on record by the student's Course Tutor. The Code sets down the standards required of students enrolled on courses in the College. It is based on a system of mutual respect. Commitments with regard to attendance, assessment activities, and general behaviour are entered into by each student.

B2.2.3 Provision for students with special needs:
The College endeavours to provide learning support to students with special needs. There is a Guidance/Counselling service within the College, but the availability of specialised learning support on an individual basis is dependent on the availability of resources provided to the College.

Prospective students with learning difficulties/disabilities are encouraged to discuss their learning difficulty/disability at the commencement of their course with an appropriate member of staff. This enables us to identify the nature and extent of support required, and to have appropriate arrangements in place as quickly as possible.

B2.2.4 Provision for mature students:
A small proportion of our learners are mature students i.e. over the age of 23 years.

It is recognised that mature students come from a variety of backgrounds, both socially and academically, and have different needs and aspirations that will have an impact on their experience of College life.

The College provides advice and support to mature students in order to ease their transition into College life by being sensitive to their needs and by ensuring that their experience is as rewarding and fulfilling as possible.

Additional induction time maybe allocated to mature students in order to give them the opportunity to familiarise themselves with delivery and assessment requirements.

The College prospectus highlights the recruitment of mature students

B2.2.5 Procedures for dealing with allegations of Sexual Harassment and Bullying
Codes of Practice for dealing with allegations of Harassment and Bullying, and Sexual Harassment, which have been negotiated nationally between the IVEA and the Trade Unions representing the staff of VEC's have been adopted by the CWVEC and are in place for the use of staff.

Students who wish to complain of bullying or sexual harassment may make such complaints to their Course Tutor, but no formal procedure for investigation of complaints is currently in place.

B2.2.5 Involvement of Staff and Learners in development of policies
The Student Representative Council is invited to contribute to the development and verification of College policies and procedures.

Staff participate in policy formation through course teacher meetings and Quality Assurance working groups

All policies are endorsed by the St Paul's Community College Board of Management.

B2.2.6 Provision for students with disabilities
St Paul's Community College is a disability friendly College.

Individual Education/Timetable Plans for people with disabilities are developed in consultation with the Course Coordinator and Principal of college.

Policy Title:

St Paul's Community College

Policy on

Access, Transfer and Progression

St Paul's Policy on Access, Transfer and Progression

It is the policy of St Paul's Community College to operate a system of access to a full time course, the transfer between full time courses between other colleges within Waterford V.E.C. system and progression from a full time course which is in all ways transparent, accountable, open and fair.

B4 St Paul's Policy on Access, Transfer and Progression Policy and Procedures

B4.1   Information Provision

B4.1.1 Prospectus
The annual St Paul's Prospectus outlines its course in terms of Course Description, duration, minimum entry requirements, certification, course content, progression and career prospects. It also includes general information, entry requirements, application procedures and detachable application form. Copies of the prospectus are distributed to all second-level schools in the catchment area and neighbouring counties.

B4.1.2 Student Planner
All registered students are provided with a folder which outlines information relevant to student participation in college life.

B4.1.3 Website Information
This is available at www.stpaulswaterford.ie. It outlines information similar to that available in the Prospectus.

B4.1.4 Guidance Counsellor
The Guidance counsellor informs and updates students on issues relating to progression opportunities agreed for awards at local and national level.

B4.1.5 Class Tutor
The Class Tutor outlines college procedures on such issues as Attendance Policy etc. at the commencement of the course and keep students updated on new developments.

B4.1.6 CAREER EXHIBITION
A stand at local career exhibitions is manned by staff and students providing required information.

B4.1.7 Secondary School Visits
Staff visit local schools at their request to inform students of course details.

B4.2   Learner Entry Arrangements

There are four sequential stages identifiable in the process of Learner Entry.

These are:
- Application
- Interview
- Selection
- Registration

APPLICATION

The St Paul's Community College Prospectus, including Application Form, is published annually and distributed to relevant second level schools, information centres and interested individuals.

With some exceptions, the **MINIMUM ENTRY REQUIREMENTS** for the course are:

(a) Successful completion of Leaving Certificate or equivalent.
(b) Satisfactory interview.

OR

LEAVING CERTIFICATE APPLIED at a minimum level of Distinction (80% +)

Foundation level subjects are acceptable.

Successful completion is defined as a minimum of five (5) ordinary level subjects at grade D or better with English and Maths being a requirement. Points allocated for Leaving Certificate are shown below.

A candidate who presents with a school - leaving examination other than the Leaving Certificate is assessed on the basis of accepted equivalence tables.

POINTS SYSTEM FOR POST LEAVING CERT COURSE

Leaving Cert Grades	Points for Higher Level	Points for Ordinary Level
A1	10	6
A2	9	5
B1	8.5	4.5
B2	8	4
B3	7.5	3.5
C1	7	3
C2	6.5	2.5
C3	6	2
D1	5.5	1.5
D2	5	1
D3	4.5	.5
E	3	0

AWARD DOUBLE POINTS FOR MATHS AND ENGLISH

IF FOUNDATION GRADES – HALF THE ORD LEVEL POINTS

L.C.V.P. LINK MODULES

GRADE	POINTS
DISTINCTION	5
MERIT	4
PASS	3

- Completed application forms are acknowledged by the College Office within days of receipt.

- The **CLOSING DATE** for the receipt of applications for the **FIRST ROUND** of interviews is indicated in the Prospectus.

- Applicants who apply by this date receive, from the College Office inviting them to attend for interview prior to the Summer Break (June).

- Applicants are allocated interview dates and times by the College Office.

They are requested to present appropriate documentation at the interview.
  This **DOCUMENTATION** consists of:
  (a)   A copy of any relevant examinations results.

If results are not available at interview time, students must send their results into the college upon obtaining them in August.

- All courses are open to MATURE APPLICANTS. These are defined as applicants who are aged 21 years or over at the beginning of the academic year. Admission requirements based on Leaving Certificate results may not apply in this case. Selection of mature students maybe based solely on standard interview criteria.

INTERVIEW

- An INTERVIEW BOARD for the course consist of two staff members who are actively involved with that course.

- Students are interviewed according to the **INTERVIEW CRITERIA GUIDELINES.** Marks are allocated under a minimum of eight (8) selected criteria. These are: Punctuality, Appearance/Presentation, Knowledge of Course, Ambitions/Career Plans, Attitude and Interest in Course Area, Focus, Motivation and Communication Skills.

    - Marks are allocated for each of the criteria and recorded on the **INTERVIEW RECORD**. These range from a minimum of one (1) to a maximum of five (5).

    - In order to allow for the maximum percentage marks possible, the final total of all numbers allocated to the interview column should, of course, amount to 40.

    - Other relevant details such as time, date, duration of interviews and names of interviewers are also required.

    - Each interview is normally approximately fifteen (15) minutes in duration**.**

    - Each SECOND ROUND of interviews is held in late August, under an identical procedure. Applicants who applied between the First and Second Round Closing Dates are interviewed at this stage.

INTERVIEW CRITERIA GUIDELINES

1. PUNCTUALITY
5 : Arrives **before** agreed time
2 : Arrives **after** agreed time **with valid reason**
0 : Arrives **after** agreed time **without valid reason**

2. PRESENTATION
Marking should reflect the extent to which the candidate has made efforts to present himself/herself in a positive manner.
5 : Excellent : clothes and grooming reflect **much effort**
4 : **Very good**: **obviously prepared** clothes and grooming
3 : **Good** : made **some effort**
2 : **Fair** : very **little effort**
1 : **Not acceptable**: **no sign** of preparation.

3. KNOWLEDGE OF COURSE
4 : Displays **an in-depth** knowledge of course
3 : Has researched course **beyond prospectus**
2 : Knowledge limited to content of **prospectus**
1 : **Not** familiar with prospectus **information**
0 : Displays **incorrect/non-existent** knowledge

4. CAREER PLAN
Marking should reflect the extent to which the interviewee displays evidence that his/her Career Plan is :
   a) **Specific**: not vague or general.
   b) **Attainable**: within realistic reach.
   c) **Relevant**: related to course studies.
   d) **Timed**: includes a time-scale.

   5: Has Career Plan with all **4 of above** qualities
   4 : Has Career Plan with **3 of above** qualities
   3 : Has Career plan with **2 of above** qualities
   2 : Has Career Plan with one of above qualities
   1 : Has **none** of the above qualities.

5. ATTITUDE
On the basis of the interviewee's overall performance, would you classify the candidate's attitude as:
5 : Extremely enthusiastic
4 : Enthusiastic
3 : Very interested
2 : Interested
1 : Apathetic

6. FOCUS

This refers to **exclusivity of interest**. Has the candidate a scattershot approach to career areas or is he/she interested **exclusively** in this area:

a) What other courses has the candidate applied for?
b) Are they in this Vocational Area?
c) Or are they scattered over a broad spectrum of interest?
d) This is closely related to interest in Vocational Area.

Marking should reflect the extent to which he/she appears to be focused exclusively on this Vocational Area.

5 : This is the **main Vocational Area** of greatest interest.
4 : Also interested in **one** other area.
3 : Also interested in **more than one** other area.
2 : **No verifiable interest** in this Vocational Area.
1 : **No interest** in this Vocational Area.

7. MOTIVATION

5 : Appears **highly** motivated
4 : Appears **motivated**
3 : **Not** a self-starter
2 : **Poorly** motivated
1 : **Lacks** signs of motivation.

8. COMMUNICATION SKILLS:

Four relevant aspects may be identified:

a) Written (quality of Application Form/Interview Form)
b) Oral (Articulate answers or monosyllables?)
c) Non-verbal (smiling, eye-contact, posture etc.)
d) Social Skills (introduction, handshake, farewell)

5 : Displays **all 4** of above
4 : Displays **3** of above
3 : Displays **2** of above
2 : Displays **1** of above
1 : Displays **non**e of above

St Paul's Community College
Results and Interview Record

Name: _____

Address: _____

Name of Interviewers: _____

Duration of Interview: _____   Date: _____ Time: _____

I EXAM RESULTS

SUBJECT	HONS	PASS	FOUND	POINTS
1. English				
2. Maths				
3.				
4.				
5.				
6.				
TOTAL				

II INTERVIEW

	Excellent 5	V.Good 4	Good 3	Fair 2	Poor 1
1. Punctuality	☐	☐	☐	☐	☐
2. Appearance/Presentation	☐	☐	☐	☐	☐
3. Knowledge of Course	☐	☐	☐	☐	☐
4. Ambitions/Career Plan	☐	☐	☐	☐	☐
5. Attitude towards Course	☐	☐	☐	☐	☐
6. Focus	☐	☐	☐	☐	☐
7. Motivation	☐	☐	☐	☐	☐
8. Communication Skills	☐	☐	☐	☐	☐

Total: _____

Results: _____

Interview: _____

Total: _____

SELECTION

- On completion of the second round of interviews, INTERVIEW RECORDS for both rounds are ranked – ordered on the basis of the percentage total achieved by each applicant for interviews and on results.

- Interview records are then allocated to one of two categories:
  a) Refusal
  b) Admission.

  REFUSAL: Candidates who score less than a previously agreed Refusal Cut Off Point. This figure may vary from year to year.

  ADMISSION: Remaining candidates are offered a place subject to
  (a) Rank Ordered Priority.
  (b) Availability of places.
  (c) Achievement of required minimum entry requirements as outlined in the prospectus, where relevant.

REGISTRATION

- Applicants are informed in early September, by the College Office, of the result of their application.

- The successful Applicants are invited to return his / her ACCEPTANCE FORM before a specific date in early September.

- This correspondence also informs applicants of the times and dates at which they are required to attend the college for REGISTRATION as full time students for the coming academic year. They will also be informed of the registration fee to be paid at the time.

- Failure of students to attend for Registration or notify their absence to the college results in that place being offered to the next applicant on the waiting list.

B4.3 Recognition Of Prior Learning
- FETAC is developing Guidelines for RPL. These guidelines will be available soon.

- FETAC plans to have a credit model for the further education and training sector in place by summer 2006.

Providers are not required to develop statements of arrangements for RPL in this context until this credit model is in place.

B4.4   Facilitating Diversity

1. The Access, Transfer and Progression Policy of this college complies with the provisions of the Equal Status Act, 2000 insofar as it:

- Promotes equality of opportunity,
- Prohibits discrimination on nine specific grounds,
- Prohibits harassment on the discriminatory grounds and sexual harassment,
- Requires reasonable accommodation of people with disabilities and
- Allows for positive action.

2. The nine grounds on which discrimination is prohibited are:

- *Gender* - being male or female
- *Marital status* - being single, married, separated, divorced or widowed.
- *Family status* - being pregnant or having responsibility as a parent in relation to a person under 18 years, or as a parent or the resident primary carer in relation to an adult with a disability who needs care or support on a continuing, regular or frequent basis.
- *Sexual Orientation* - Being heterosexual, homosexual or bisexual.
- *Religion* - Having religious beliefs or having none; the term 'religious belief' includes religious background or outlook.
- *Age* - Applies to everybody over 18.
- *Disability* - The term 'disability' is broadly defined. It covers a wide range of impairments and illnesses. It covers all physical, sensory and intellectual disabilities.
- *Race* - Includes race, colour, nationality or ethnic or national origins.
- *Membership of the Traveller Community* - Being a traveller.

2. The college will pursue an on-going policy of staff training on equality issues.

Policy Title:

ST PAUL'S COMMUNITY COLLEGE Policy on

Fair and Consistent Assessment of Learners

Policy
It is the policy of St Paul's Community College to engage in fair and consistent assessment of learners.

Therefore we commit to co-ordinate assessment planning and to provide necessary information to students for successful participation in assessment. We further commit to monitor standards and to provide constructive feedback to learners.

ASSESSMENT PROCEDURES

B6.1 Coordinated planning of assessment

- The purpose of this procedure is to ensure that the assessment of modules is integrated wherever possible and the needs of learners are considered when scheduling assessments e.g. some assessments may overlap from one module to another.

- A meeting of course teachers is held at the beginning of each academic year to plan integration of modules.

- Overall responsibility for such planning lies with the coordinator.

- Review/ evaluation takes place at end of year when course teachers meet.

B6.2 Information to learners

- Student folders and codes of conduct (signed by student) detail assessment criteria.

- Module descriptors available online which detail the various assessment methods available e.g. oral, written audio, video.

- At induction the tutor explains the assessment criteria.

- Subject teachers provide regular detailed information re assessment criteria & procedures.

- Special needs are identified as early as possible and an appropriate response is put in place in accordance with FETAC regulations.

- Written notice is given to all students in the form of an assignment brief (see attached). Students are required to sign it to confirm it is their own work.

- It is the learner's responsibility to obtain an assignment brief from the subject teacher if he/she was absent when brief was originally distributed.

- Submission of work- student work must be directly handed to subject teacher and student signs submission list.

- An exam timetable is drawn up in March and published for the May exams. A timetable is given out to each student by the tutor of course. A copy of same is placed on the notice board. The subject teacher is responsible for the provision of examination material. Where possible exams are supervised by non-college teachers.

- Exam regulations are posted on the FETAC notice board.

- Results are forwarded to students when they arrive from FETAC. All candidates are informed of FETAC procedures and deadlines for appeals. A record is kept of all appeals.

- Students receive results of continuous assessment during the year in order to provide feedback on progress.

B 6.3 Security of assessment related processes and material

- It is the subject teacher's responsibility to securely retain learners work.

- It is the subject teacher's responsibility to prepare exam papers. Monitoring and proofing of papers is carried out by the co-ordinator.

- Storage boxes are available in a designated storeroom. This storeroom is locked and entry is by special key. Boxes are prelabelled per teacher and module.

- All assignment briefs to be signed by learner to verify that it is their own work.

- All learners to sign attendance form prior to sitting exams.

- All learners to sign submission list on handing up written assignments, project work, practical work etc.

- FETAC entries are stored securely in FETAC examination folder held in office.

- FETAC results are stored securely in main office

- Assignment briefs, FETAC regulations etc., available from notice board and FETAC Co-ordinator.

- Formal system of timetabling and supervision of May examinations.

- Schedule of visits of externs is notified to all subject teachers.

- A room is allocated to the extern and all work is assembled and arranged in good time.

- All assessment forms are signed by Principal in advance of extern visit.

- All staff are available to meet extern
.
- Feedback from extern examiners report is made available to all staff.

- All learner materials stored for the required period of time.

B6.4 Reasonable accommodation

- The purpose of this procedure is to ensure that assessment methods are adapted as necessary and reasonable, so as to cater for the needs of learners with a disability, or other persons covered by the nine grounds of Equality legislation.

- Teachers familiarize themselves with current equality legislation including the Equal Status Act 1998, the Equality Bill 2004 and any subsequent legislation.

- Learners are afforded the opportunity to inform staff of any issue involving disability or equality requiring accommodation.

- A meeting takes place early in the year to agree on what accommodation will come into operation. A meeting report is written and filed and circulated to all teachers concerned.

- Reasonable accommodation takes place in the learner's assessment e.g. extra time, audio tapes, readers, writers, etc.

- Agreement takes place with FETAC on time allowances, assistance and personnel available to students with special needs.

- Questionnaires are distributed to students to discover any improvements that the college can make in the delivery and assessment of modules.

B6.5 Consistency of marking between internal assessors

- The Teacher will familiarize themselves with module descriptors and marking sheets for the course for the current year.

- Once exam papers and marking schemes have being devised, monitoring and proofing takes place by the course co-ordinator.
- Another course teacher will monitor and proof read the tutor's/Co-ordinator papers and schemes.

- Each teacher involved in the course at St Paul's will sample about 10% of total scripts of other teachers work and check for errors before the arrival of the extern. This sampling of exam scripts after marking has been completed, will ensure marking standards are fair and consistent.

- This cross-moderation applies to all student work i.e. exam scripts, projects, assignments etc. See sample cross moderation form attached.

- FETAC appeals process is available to all students.

B6.6 Assessment performed by external parties'
- The student maintains records (learner diary and attendance register) during their work experience placement.

- A member of staff visits and makes contact with the students work supervisor.

- The work experience coordinator maintains a record of monitoring.

- A meeting will be held between the work experience co-ordinator and course teachers to discuss student's progress on placement.

- A supervisor's report is given to the employer by the work experience co-ordinator at the end of the placement. Also included is a cover letter outlining the importance of the report to the student. This form will be completed by the employer and posted back to the work experience co-ordinator. The co-ordinator may then photocopy the report and pass the copy onto the student. A random sample of these reports is then verified by telephone.

B6.7 Consistency with national standards
- All subject teachers familiarize themselves with the most up-to-date module descriptor for their subject.

- Subject teachers/assessors familiarize themselves with FETAC guidelines for assessors.
- Briefings are held by the FETAC co-ordinator to assist assessors in the preparation for the visit of the external examiners. All staff are required to attend such a briefing.

- External examiners report (centre report forms) are made available to all staff involved in course.

B6.8 Feedback to learners
- Subject teachers provide feedback on progress to learners regularly throughout the year.

- Interim assessment – The tutor compiles report/review sheet for each student in the class group. The information on this sheet could include results, attendance and other comments on progress so far, for every module. The tutor gives each student their report and discussion on a one-to-one basis follows, if necessary. See sample 'Student progress review' form attached.

B6.9 Learner appeals
- Students are informed at time of obtaining results the FETAC appeals procedure.

B6.10 Return of certification data
- Draft N1 forms are filled in by a course teacher. All the required data must be entered especially the PPSN.

- All draft N1 forms are thoroughly checked by the FETAC coordinator to ensure entry for correct modules and awards.

- The FETAC coordinator then transfers data on the draft N1 forms to the real N1 forms.

- Photocopies of N1 forms are retained in the FETAC exam folder in office.

B6.11 Corrective action
- FETAC coordinator informs FETAC immediately about anything affecting the certification process e.g. error or omission from N1 form.

- Records are kept of any correspondence with FETAC and/or learner/staff involved.

- Corrective action is taken and records of such action are retained by the FETAC coordinator e.g. late entry, replacement of lost results.

CROSS MODERATION FORM

Centre Name _____

Centre Roll Number_____

FETAC Module_____

Assessor/Teacher Name_____

Cross-Moderator Name_____

STUDENT NAME	TYPE OF COURSEWORK E.G. ASSIGNMENT, EXAM,PRACTICAL	VALID GRADE Y/N	COMMENT	OUTCOME

Cross-Moderator's signature _____

Date _____

Note: Please return a copy of completed form to the FETAC Co-ordinator.

ST PAUL'S COMMUNITY COLLEGE
BUSINESS AND SECRETARIAL COURSE

CHRISTMAS PROGRESS REPORT 2006

NAME OF STUDENT: _____

Subject	Mark	Comment	Teacher
Typing			
Info & Admin			
Accounts			
Marketing			
Communications			
Bus Law			
Bus Calculations			
Word Processing			
Spreadsheets			
Database			

GRADE: Distinction 80% - 100% Merit 65% - 79% Pass 50% - 64% Fail 0% - 49%

ABSENCES: Possible Days _____ Actual Days _____

CLASS TUTOR COMMENTS

_____

_____

_____

_____

_____

_____

Signed**:** _____   **Signed:**

_____

     Ms Clodagh Wall (Tutor)   **Mr Anthony Condron**

(Principal)

Assessment Brief

Module Title: _____

Module Code: _____

Level: _____

Assessment Technique:

_____

Weighting:

_____

_

Title:

_____

Guidelines:

_____

_____

_____

_____

_____

_____
_____

Assessment Criteria:

_____

_____

_____

_____

_____
_____

Date Brief issued: _____

Submission Date: _____

I, _____, confirm that this is my own original work

Signed: _____   **Date:**
_____

Policy Title:

St Paul's Community College
Policy for

The Protection of Learners

B7 Policy for the Protection of Learners.

Policy
St Paul's is committed to ensuring that learners are protected in the event of a cessation of a programme. St Paul's Community College is **not** subject to Section 43 of the Qualifications Act 1999, as it does not offer any programme on a commercial and profit making basis.

Protection of Learners Procedures.
Upon identification of cessation of a program all relevant applicants will be contacted immediately and informed of this decision.

In the event of a course not commencing:

St Paul's Community College commits to:
- finding the applicant a place on a related course within our structure of colleges in our V.E.C. system.
- full refund of registration fee, if no alternative course is available.

Full records will be maintained on these issues.

In the event of a programme commencing but ceasing before completion:
Every effort will be made to ensure that the programme will be completed. In the event of a threat to this completion e.g. natural disaster, loss of a teacher, resource destruction, alternative accommodation and/or resources will be sourced, and new staff will be recruited.

Policy Title:

St Paul's Community College Policy on

Self Evaluation of Programme

B9 St Paul's Community College Policy on Self Evaluation of Programmes and Services

It is the policy of St Paul's Community College to fully commit to improving its programmes and services through the regular Self Evaluation of its Programmes.

Self Evaluation

B9.1 Assignment of Responsibility
The Principal along with the Course Co-ordinator, with the assistance from other course teachers will be responsible for the evaluation of the programme.

B9.2 Frequency of Evaluations
A Programme Evaluation along with the services which relate to it will be carried out every four years. This will be based on a questionnaire completed by a representative sample of respondents. The Evaluation will be conducted with the involvement of a "critical friend" for the programme.

B9.3 Range of Programmes
Only one programme is offered in this college and a review of this programme will be undertaken by the Principal and Co-ordinator every year.

B9.4 Learner input to Evaluation
A Questionnaire will be given to all learners each year with respect to Programmes. There will be Learner involvement in programme review and development.

A Questionnaire concerned with the programme and its services will be given to a representative sample of respondents every year.

B9.5 Selection of External Evaluator
An Extern Evaluator should be chosen on the basis of specific criteria, including experience of Further or Higher Education, and of evaluation work in an educational setting.

B9.6 Methodology of Evaluation
The Evaluation will be initiated by completion of the FETAC Self Evaluation Checklist. An Evaluation Report, based on information from the Checklist will be produced by the College Self Evaluation Team, assisted by the External Evaluator. (The External Evaluator might be involved from the beginning, in the

compilation of the Checklist, or by a process of sampling to verify the findings of a Draft Report, and to assist in the production of the final Evaluation Report.)